

Gindie State School

Queensland State School Reporting

2013 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

Gindie State School is located in the small township of Gindie, approximately 20 kilometres south of Emerald. It is a multi-age, co-educational primary school with two teachers and 40 students, divided into a Prep to Year 2 class and a Year 3 to Year 7 class. Gindie State School receives specialist teacher visits for Health and Physical Education, The Arts and Languages Other Than English (Indonesian).

This Annual Report is designed to provide a summary of the progress made at Gindie State School during 2013. It also contains information about what makes our school context unique, based on explicit instruction that engages learners in our multi-age environment, our strong sense of community and the dedication and commitment of our staff to ensuring that our students are lifelong learners with the social, economic and cultural skills to become vibrant and dynamic members of today's society.

The content of this document meets both the Queensland Government and Australian Government reporting requirements for schools. Gindie State School's Annual Report can be accessed via our school's webpage, parent/community noticeboard and requests for copies can be made at our school office.

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School progress towards its goals in 2013

Gindie State School sets high expectations in all areas of school life. It is our belief that all students deserve access to quality education. This is reflected in our Key Priorities for 2013.

| Key Priorities for 2013 | Actions and Progress Towards Achieving Our Priorities |
|--|--|
| Improving all students in : Reading Writing Spelling | <ul style="list-style-type: none"> - Monitor improvement in reading and sight words, writing and spelling through the school assessment and reporting schedule. - Explicitly teach decoding and reading strategies, writing mechanics and spelling rules and strategies. - Review, update and embed school reading and spelling programs with a strong focus on comprehension and spelling strategies. - Enhance staff and community practises around reading, writing and spelling. |
| Explicit Instruction | <ul style="list-style-type: none"> - Provide Professional Development for all staff around explicit instruction. - Modelling, practice, reflection and feedback in all classrooms. |
| Promote and foster strong, positive morale and community partnerships. | <ul style="list-style-type: none"> - Parents are encouraged to take an active role through the Gindie State School P&C and within the classroom. - Fortnightly newsletters to the community. - Community Noticeboard in Parade Area. - General sense of school community is positively reflected in opinion survey. |

Future outlook

Our Key Priorities for 2014 will continue to focus on improving all student outcomes in:

- Numeracy
- Reading
- Writing and Spelling

Other key areas for improvement are:

- Strengthening our school pedagogy based on explicit instruction.
- Continuing to foster positive partnerships with our parents and the community to ensure a holistic education for our students that embraces learning both at school and at home.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 26 | 10 | 16 | 92% |
| 2012 | 35 | 17 | 18 | 91% |
| 2013 | 40 | 17 | 23 | 89% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Most students attending Gindie State School are predominantly from rural backgrounds. We have a number of more recent enrolments who travel on a daily basis from Emerald, 24 kilometres away. The community of Gindie is a supportive one, where most students remain for their primary schooling life, until they move onto high school in Emerald.

There are a small number of indigenous students enrolled. There were no special needs or ESL students enrolled for 2013.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 13 | 12 | 14 |
| Year 4 – Year 7 Primary | 13 | 23 | 21 |
| Year 7 Secondary – Year 10 | N/A | N/A | N/A |
| Year 11 – Year 12 | N/A | N/A | N/A |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings

Our Gindie State School Curriculum is designed to meet the needs of rural students serviced by a multi-aged school, with teaching principals. As well as offering all the Key Learning Areas, Gindie State School offers:

- Each Individual student is supported, challenged and extended every day in a calm and encouraging learning environment.
- Differentiated curriculum through multi-age classes with small learning groups.
- Individualised learning plans to assist with student development and growth.
- Languages Other Than English (Indonesian) for Year 5, 6 and 7 students.
- One Computer per student.
- Access to iPads, iPods and interactive smart boards.

Extra curricula activities

- Individual and collective participation in local shows, eisteddfods and community activities (Under 8's Day, ANZAC Day March).
- Sporting opportunities at district level.
- Gindie State School Invitational Small Schools Athletics Carnival.
- Biennial School Trip to Canberra and Sydney.
- School swimming lessons.
- Athletics, swimming and cross country training and competition.
- District Athletics Carnivals.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used to assist learning across all learning areas. Information Communication Technologies (ICTs) are utilised to extend learning environments and networks to minimise the impact of geographic isolation. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. Students have daily access to computers, iPads and iPods in their classrooms, as well as interactive smart boards for teaching instruction. They actively participate in accessing a variety of engaging educational resources such as Mathletics, Reading Eggs and The Learning Place.

Social climate

Gindie State School retains traditional small school values. We enjoy all the benefits that are associated with being a small school with a long and stable history. The school is the hub of this small rural community. It provides a social meeting place for parents who are fully committed to the ongoing learning and general life at the school. They demonstrate their commitment through their participation in school fund-raising and community activities and their willingness to support school initiatives.

Gindie State School encourages and exhibits a supportive approach towards its students whilst at the same time promoting and encouraging student accountability and responsibility. Gindie State school community endorses five core rules and values; Excellence, Manners, Safety, Responsibility and Acceptance. Our school has a strong Responsible Behaviour Plan for our students, which is endorsed by our P&C. It focuses on the five concepts from the 'You Can Do It Program'- Organisation, Getting Along, Persistence, Resilience and Confidence.

Gindie State School strives to ensure all students and staff are safe at school and we have in place an active response to bullying. Included in our schools Responsible Behaviour Plan are the three steps for inappropriate behaviour. If a student's behaviour is deemed bullying, the behaviour process is put in place, which consists of three referrals and the final step resulting in suspension. Gindie State School has zero tolerance for bullying.

Gindie State School's behaviour management provides positive reinforcement of appropriate student behaviour and defines clear strategies to support students to demonstrate appropriate behaviour. All students are acknowledged for their consistent choices to behave appropriately. Our Responsible Behaviour Plan instils within students the internal qualities needed to achieve and develop social and emotional development.

Parent, student and staff satisfaction with the school

The Parent School Opinion Survey has shown a decrease in satisfaction in the areas of Parent satisfaction that their children are receiving a good education and that this is a good school. When discussed, the responses were due to fluctuation in student enrolment, which caused changes to student dynamics and learning environment. Since then, Gindie State School has implemented our Responsible Behaviour Plan and 'You can do it' Program to respond to these changes. The Student Opinion Survey results have shown that Students are very satisfied with our school and believe they are getting a good education (100%), that teachers expect them to do their best work (100%) and that their teachers provide them with useful feedback about their school work (100%).

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 90% | 81% |
| this is a good school (S2035) | 100% | 81% |
| their child likes being at this school* (S2001) | 100% | 94% |
| their child feels safe at this school* (S2002) | 100% | 94% |
| their child's learning needs are being met at this school* (S2003) | 90% | 81% |
| their child is making good progress at this school* (S2004) | 90% | 88% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 88% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 81% |
| teachers at this school treat students fairly* (S2008) | 100% | 81% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 81% |
| this school works with them to support their child's learning* (S2010) | 100% | 88% |
| this school takes parents' opinions seriously* (S2011) | 90% | 75% |
| student behaviour is well managed at this school* (S2012) | 100% | 63% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 100% | 100% |
| they like being at their school* (S2036) | 100% | 90% |
| they feel safe at their school* (S2037) | 100% | 90% |
| their teachers motivate them to learn* (S2038) | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 100% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 100% | 100% |

Our school at a glance

| | | |
|---|------|------|
| their school takes students' opinions seriously* (S2043) | 100% | 100% |
| student behaviour is well managed at their school* (S2044) | 100% | 80% |
| their school looks for ways to improve* (S2045) | 100% | 100% |
| their school is well maintained* (S2046) | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 100% | 100% |

Performance measure

| | | |
|--|--|------|
| Percentage of school staff who agree that: | | 2013 |
| they enjoy working at their school (S2069) | | 88% |
| they feel that their school is a safe place in which to work (S2070) | | 88% |
| they receive useful feedback about their work at their school (S2071) | | 88% |
| students are encouraged to do their best at their school (S2072) | | 88% |
| students are treated fairly at their school (S2073) | | 88% |
| student behaviour is well managed at their school (S2074) | | 88% |
| staff are well supported at their school (S2075) | | 88% |
| their school takes staff opinions seriously (S2076) | | 88% |
| their school looks for ways to improve (S2077) | | 88% |
| their school is well maintained (S2078) | | 88% |
| their school gives them opportunities to do interesting things (S2079) | | 88% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Gindie State School provides a safe and caring school environment. Emphasis is placed on strong relationships between the school and the local community. Parents are encouraged to take an active role in their child's education at Gindie State School. We encourage parent volunteers in most aspects of school life. Parents participate in reading sessions and English rotations, science afternoons, student presentations, arts club and other curriculum events, including Arts and Science Showcase Days. Gindie State School values parental and family input and we welcome all parents, at all opportunities, to participate and build an educational partnership.

Monthly P&C meetings and events provides parents with an opportunity in the organisational management of the school and to provide services that directly meet the needs of students. The Gindie State School P&C provides significant funds towards the schools global budget, as well as specific curriculum enhancement projects. Community involvement and support is highly valued at Gindie State School.

Parades, newsletters, parent interviews, student reports, P&C meetings, home reading programs and homework programs encourage parent involvement in student learning both at school and at home. The intimate nature of a small school also lends itself to regular informal conversations and meetings with parents on a daily basis.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Gindie State School has continued to make a concerted effort to reduce its environmental footprint. Our 2011 School Environmental Management Plan began our journey towards reducing our footprint through making staff and students conscious of electricity use, turning off electricity, lights and air-conditioning when not in use, turning off computers at the end of each day and encouraging power saving initiatives.

In 2010, solar panels were installed to generate electricity that feeds back into our school grid. This has helped reduce the electricity costs over time.

In 2013, all lighting in the school was replaced with energy efficient alternatives and all louvers were replaced with solar laminated windows.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 28,748 | 0 |
| 2011-2012 | 26,054 | 0 |
| 2012-2013 | 24,566 | 0 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

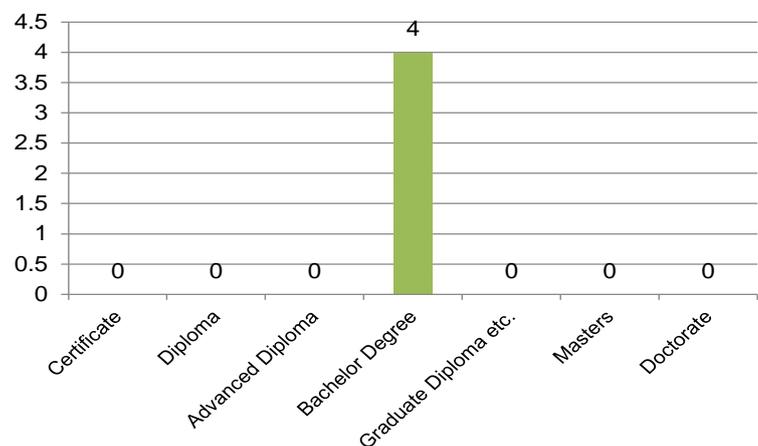
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 3 | 3 | 0 |
| Full-time equivalents | 2 | 1 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 4 |
| Graduate Diploma etc. | 0 |
| Masters | 0 |
| Doctorate | 0 |
| Total | 4 |



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$8 480.00 .

The major professional development initiatives are as follows:

-School Management including budget and finance planning, asbestos training, One School, First Aid, procurement training and workplace rehabilitation training.

-Explicit Instruction for curriculum delivery.

-English curriculum focuses.

- Staff were encouraged to embrace Professional Development based on what was identified in individual Teacher Development Plans and these included reading, spelling, ICTs and Explicit Instruction.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

| | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 94% | 97% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 73% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 93% | 96% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

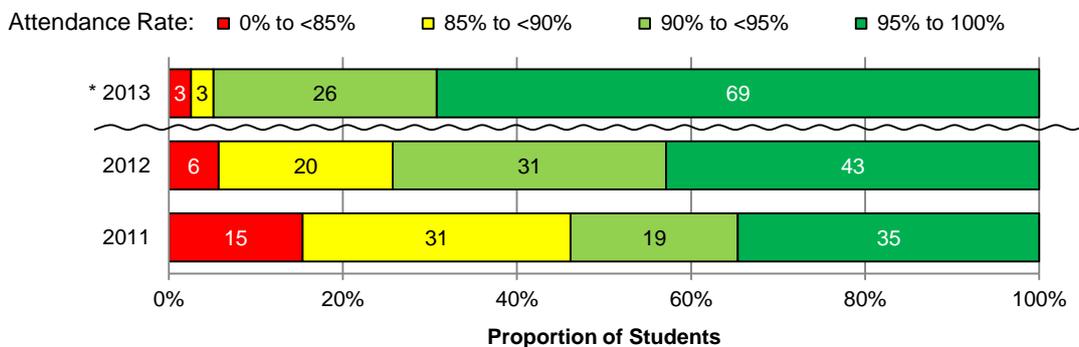
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 86% | 93% | 92% | DW | DW | 92% | DW | | | | | |
| 2012 | 93% | 89% | 97% | 92% | DW | 90% | 94% | | | | | |
| 2013 | 97% | 97% | 98% | 95% | 95% | DW | 95% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Students are marked in attendance in the morning at 9.30am and after 2nd break at 1.30pm.

Parents are encouraged to phone or send in a note to inform the school for the reason of their child absences. If students are absent and no note or phone call is recorded then this is documented as an unexplained absence. All students' unexplained absences are firstly followed up by the individual teacher. Continual absences or non-attendance of three or more days unexplained, is followed up with a phone conversation from the school principal. Reoccurring absences for long periods of time, without parental explanation, may result in the student being put on our school's Attendance Management Plan.

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

The data for our 2013 Year 3 students is withheld due to the small cohort of students. In 2012, our Year 3 students were at or above National Minimum Standards in reading, writing, grammar and punctuation and numeracy. In 2013, reading and spelling were identified as areas for development. In 2012, 100% of our Year 7 students have been at or above the National Minimum Standards in reading, writing, grammar and punctuation and numeracy. In 2013, numeracy was identified as an area for development.

The data for our 2012 Year 5 students is withheld due to the small cohort of students. Collectively from 2011 to 2012 our Year 5 students have shown improvement in reading, writing and numeracy, with 100% of students being at or above the National Minimum Standards. Grammar and Punctuation was an area that was identified for further development during 2013. Our school uses the NAPLAN data alongside the internal monitoring data to ensure our students are improving and reaching individual goals and working towards meeting the National Standards illustrated through the National Curriculum.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>. To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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Achievement – Closing the Gap

The "Closing the Gap Education Strategy" is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

2013 was the second year that we have had indigenous students enrolled at Gindie State School. Due to the small number of students enrolled comments cannot be made on NAPLAN performance or attendance of students. Indigenous perspectives are taught in all year levels, across all learning areas.